

LEA SCHOOL IMPROVEMENT GRANTS 1003(g)
APPLICATION COVER SHEET

Submit with Application Supplement by September 30, 2011

District Name: Ashland Public School District 32J

Address: 8 Old Mission Rd.

City: Ashland State: MT Zip: 59003

District Contact data for the School Improvement 1003(g) Grant

Contact Name: Jennifer Smith

Position: principal

Address: 8 Old Mission Rd.

City: Ashland State: MT Zip: 59003

Phone: 784-2568 ext. 22 FAX: 784-6138

Email: jsmith@ashlandpublicschool.com

District Signature

Jennifer A. Smith
District Superintendent (Printed Name):

406 784-2568 x22
Telephone:

X [Signature]
Signature of the Superintendent:

11/1/11
Date:


The district, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement 1003(g) Grants program for Tier III schools.

LEA SCHOOL IMPROVEMENT GRANTS 1003(g) APPLICATION ELEMENTS

SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

List each Tier III school the district commits to serve. Use the chart below or attach a separate chart. Submit with application supplement by September 30, 2011.

Submit this chart with Application Supplement by September 30, 2011.

SCHOOL NAME	School Code (SCH###)	Tier	FUNDING	
			Total sum requested for 1 year	
Ashland K-6	1043	III		\$151,321
Ashland 7-8	1763	III		\$50,000

LEA School Improvement Grants 1003(g) Application Supplement
Tier III Schools

Individual School Plan for Tier III Schools

(Complete a separate form for each school by school code.)

School Name: Ashland 7-8 School Code: 1763
 District: Ashland District 32 J
 Principal's Name: Jennifer A. Smith Phone: (406) 784-2568 x22
 Principal's Email: j.smith@ashlandpublicschool.com Fax: (406) 784-6138

ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

Describe the annual goals for student achievement on the state's assessments in reading/language arts, math, and/or graduation rate (as applicable) that have been established for this school. Describe the process the district will use to monitor the school's progress on these goals in order to determine continued funding under 1003(g). These goals are in addition to the determination of whether the school makes AYP. (See questions H-24, H-25, & H-26 in the Guidance.)

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	Timeline	
Reading/Language Arts	10% of students will advance to higher reading CRT level	fall 2011 NWEA	comparison of baseline and year end CRT scores	November 2011- May 2012	principal
Math	10% of students will advance to higher math CRT level	fall 2011 NWEA	comparison of baseline and year end CRT scores	November 2011- May 2012	principal
Graduation Rate	n/a	n/a	n/a	n/a	n/a

BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for the first year (and what is desired for years 2 and 3) that will be covered by SIG 1003(g) funds as well as any desired funding from Title I Part A. Include the detailed budget and narrative for the SIG funds for the first year only.

Please indicate the funding sources and amounts provided to support the school for each year	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds	2013-2014 Funds
SIG 1003(g) Funds	\$0	50,000		
Title I Part A Funds or Schoolwide Funds	106,415	95,207		

no separation between K-6 - 7/8 for Title fun

LEA School Improvement Grants 1003(g) Application Supplement
Tier III Schools

SERVICES TO BE RECEIVED

Indicate the Correlate area(s) in which the strategies will be implemented or services will be received.

X	Correlate 1: Curriculum The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.
X	Correlate 2: Classroom Evaluation/Assessment The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
X	Correlate 3: Instruction The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.
X	Correlate 4: School Culture The school/district functions as an effective learning community and supports a climate conducive to performance excellence.
X	Correlate 5: Student, Family and Community Support: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.
X	Correlate 6: Professional Growth, Development, and Evaluation The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.
X	Correlate 7: Leadership School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture and developing leadership capacity.
X	Correlate 8: Organizational Structure and Resources The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and supports high student and staff performance.
X	Correlate 9: Comprehensive and Effective Planning The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

LEA School Improvement Grants 1003(g) Application Supplement

Tier III Schools

Briefly describe the services to be received or the activities that will be provided with the 1003(g) funds. (The detail of the activities or services should be evident in the School Improvement Plan contained in the CSIP.)

- The district will hire a full-time reading specialist
- The district will purchase the following technology components:
 - software/programs:
 - Read 180 (reading)
 - Waterford Reading Program
 - FasttMath
 - Fraction Nation
 - hardware:
 - additional desktop and laptop computers to support implementation of the above mentioned research-based math and reading computer programs/interventions.
- Professional Development:
 - training/participation in the state RTI initiative
 - travel and substitute costs so classroom teachers can visit, observe high performing schools and classes
 - on-site and off-site professional development targeted at math and reading instructional best practice
 - training for implementation of new computer-based interventions

Ashland Public School Goals for 2011-2012 school year:

Reading:

10% of Ashland Public School students will advance to a higher performance level in reading as measured by the 2012 CRT

Math:

10% of Ashland Public School students will advance to a higher performance level in math as measured by the 2012 CRT

Curriculum:

The Ashland Public School staff will begin to align the current curricular programs with the Common Core standards by May 2012

Note: see attachment for Spring 2011 MontCAS scores for baseline measurement

Budget rationale:

The majority of the budget has been allocated towards technology (computers and hardware and educational supplemental software) and professional development. We are interested in providing more opportunities for our students to interact with reading and math concepts through multimedia activities. We feel that our core instructional programs are sound but that additional exposure to the concepts will help reinforce the learning already taking place in the classrooms.

Additionally, our staff seeks to engage in best possible instructional practices. As such, we are planning on engaging in professional development focused on classroom management/behavioral interventions and curriculum development. The staff is committed to improving their professional skills and have been unable to participate in professional development opportunities over the last several years due to insufficient budget and lack of substitute coverage and pay.

Long-term Planning:

A significant portion of the grant funding has been allocated towards technology in the form of new hardware components and software programs. These are one-time purchases that can be maintained on an ongoing basis through local technical support funded through our general fund.

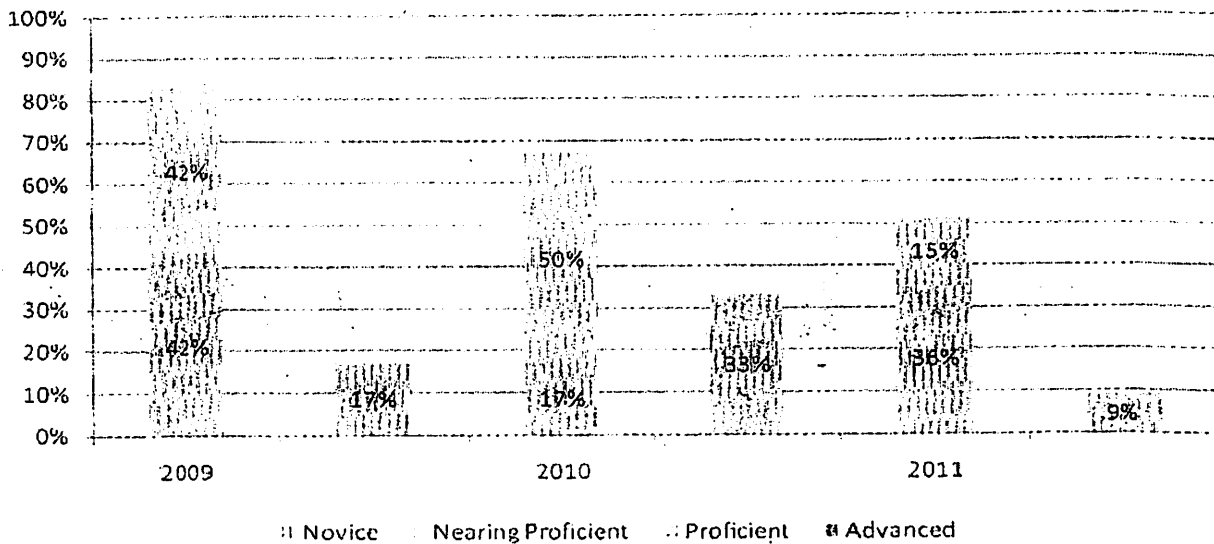
The other funds are allocated towards staff-wide professional development. Future professional development to support these initiatives will be conducted on a smaller scale "update" basis and can be funded through general fund monies.

Budget allocation summary:

	<u>K-6</u>	<u>7-8</u>
<u>TECHNOLOGY:</u>		
Supplemental software programs		
Waterford Reading Program	\$25,000	
FASTTmath Program	\$4,000	\$1,500
Fraction Nation Math Program	\$4,000	\$1,500
Read 180 Reading Program w/training (Gr 4-6)	\$31,000	
Read 180 Reading Program w/training (Gr 6-8)	\$10,000	\$21,000
Hardware		
22 desktop computers	\$11,900	\$3,500
12 laptop computers	\$5,600	\$2,800
10 document cameras	\$4,200	\$1,800
15 printers	\$1,500	\$750
12 ebeam Edge interactive whiteboard	\$8,000	\$4,000
12 whiteboard projectors	\$6,400	\$3,200
2 projector lamp replacements	\$500	
2 document camera lamp replacements	\$500	
Technical support	\$8,000	\$2,000
<u>PROFESSIONAL DEVELOPMENT:</u>		
Trainings:		
Read 180 summer training pay (4 staff)	\$1,600	\$500
Montana Behavioral Institute training & pay (10 staff)	\$9,900	\$1,100
Curriculum Development:		
Summer curriculum development pay (12 staff)	\$10,000	\$2,000
Substitute teacher coverage for teacher PD	<u>\$1,000</u>	<u>\$350</u>
Total	\$143,100	\$46,000

Note: Any leftover funding will be used for classroom supplies such as texts, workbooks, computer paper, and classroom library books.

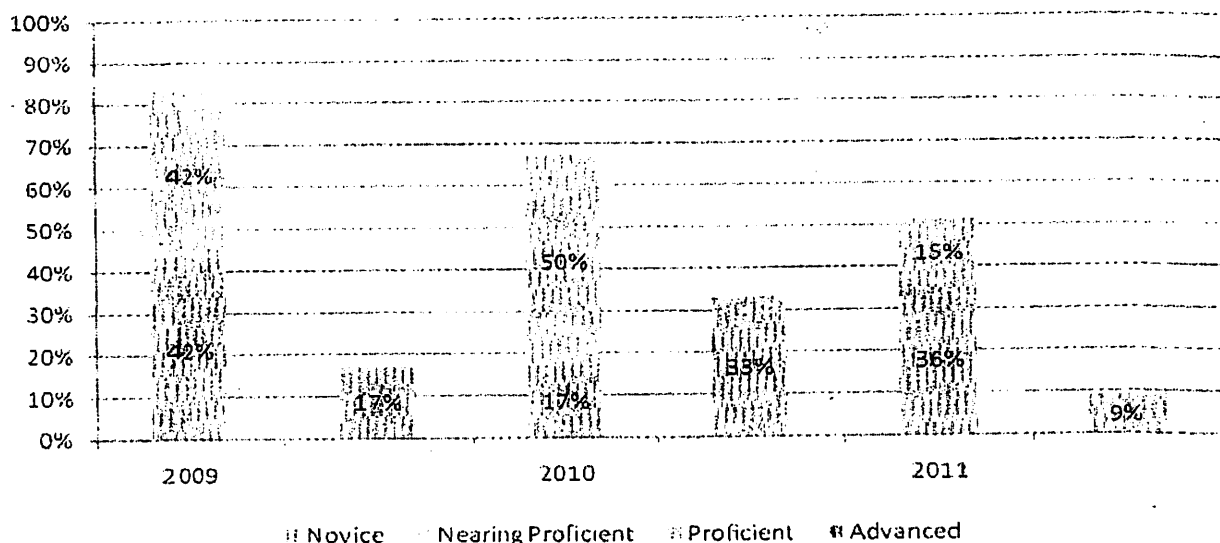
ASHLAND SCHOOL MONTCAS-SCIENCE



Before Visit

When	Who	What
10-19-11	Linda	Prepare Unit Organizer training for the 5th-8th grade staff
10-19-11	Linda	Bring information on intervention programs for 4th-8th grade students who are reading substantially below grade level.
Continuous	Jennifer	Continue to do classroom walkthroughs and provide feedback for classroom teachers
10-19-11	Assessment Coordinator	Establish window for MAPS testing
Continuous	Classroom Teachers	Continue to assess students and use that data to guide your instruction
10-19-11	Jennifer	Train teachers/Instructional Assistants on how to administer the DRA to students in 1st-8th grades

ASHLAND SCHOOL MONTCAS-SCIENCE

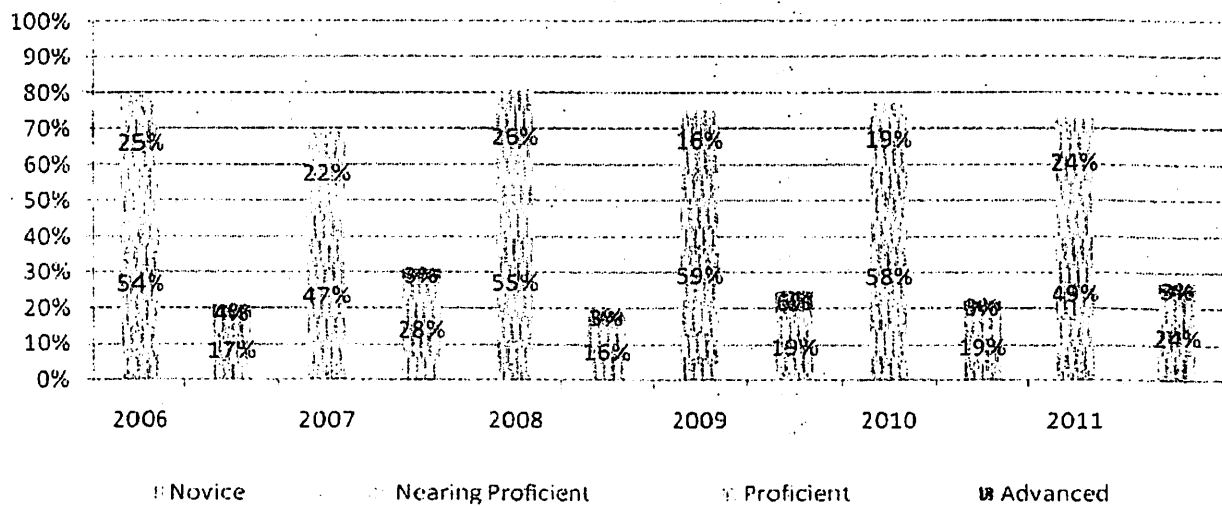


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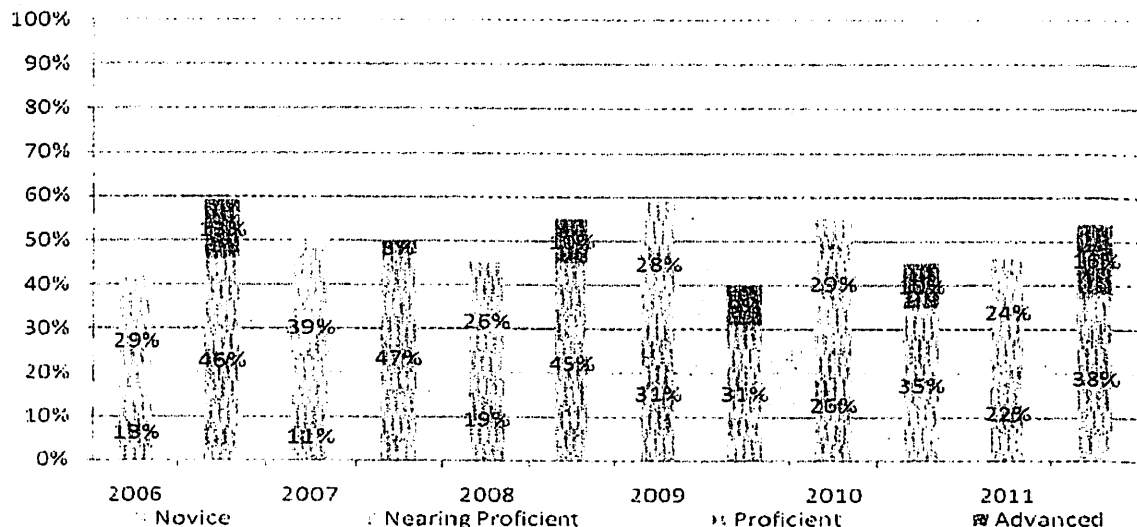
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District	Ashland School District	Superintendent	Jennifer Smith
School	Ashland Elementary School	Principal	Jennifer Smith
SIC	Linda Jamieson	Date	10-4-11

ASHLAND SCHOOL MONTCAS-MATH

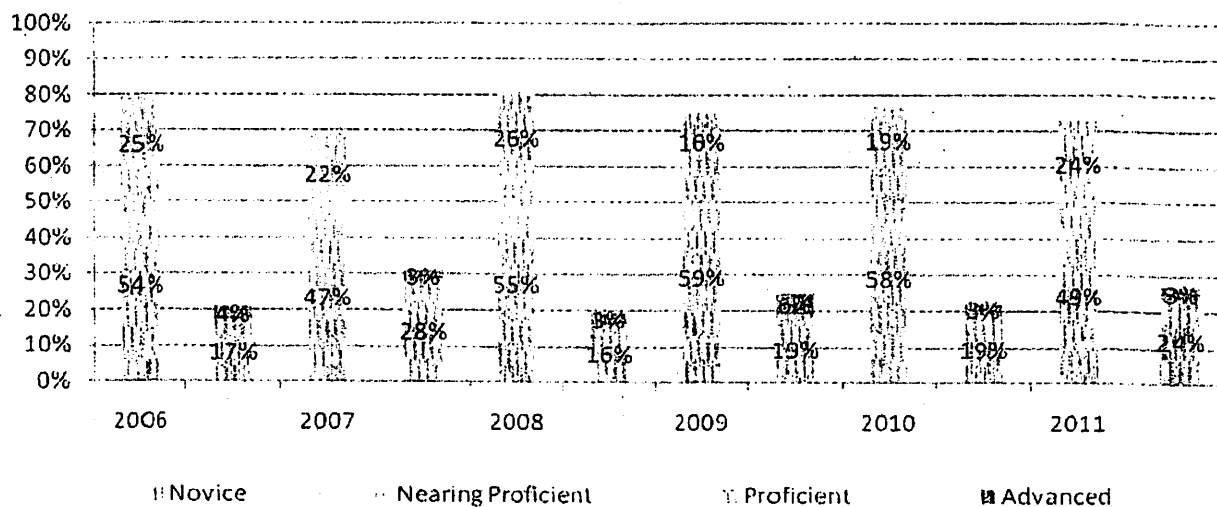


ASHLAND SCHOOL MONTCAS - READING

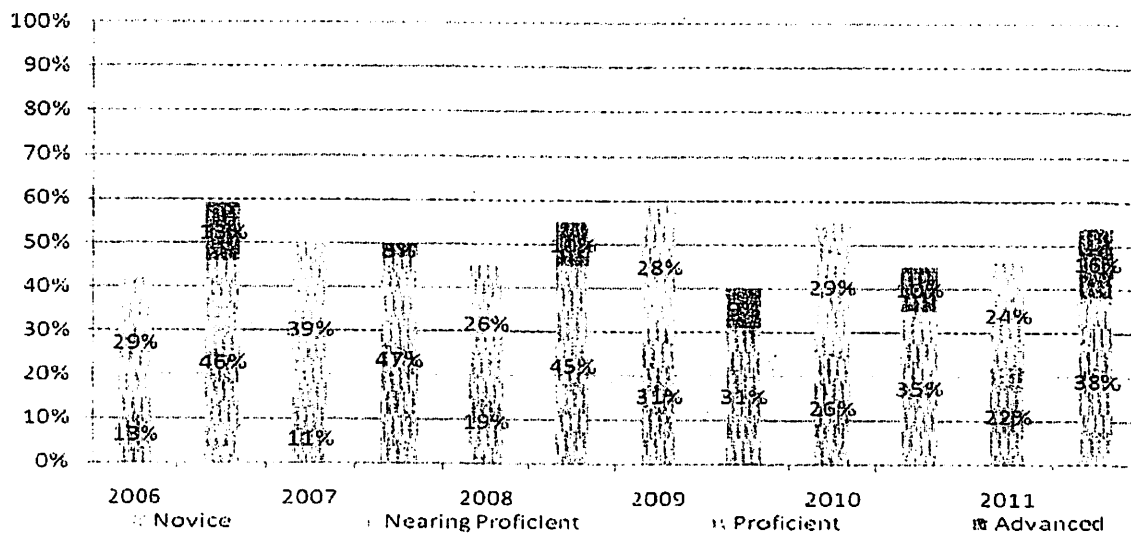


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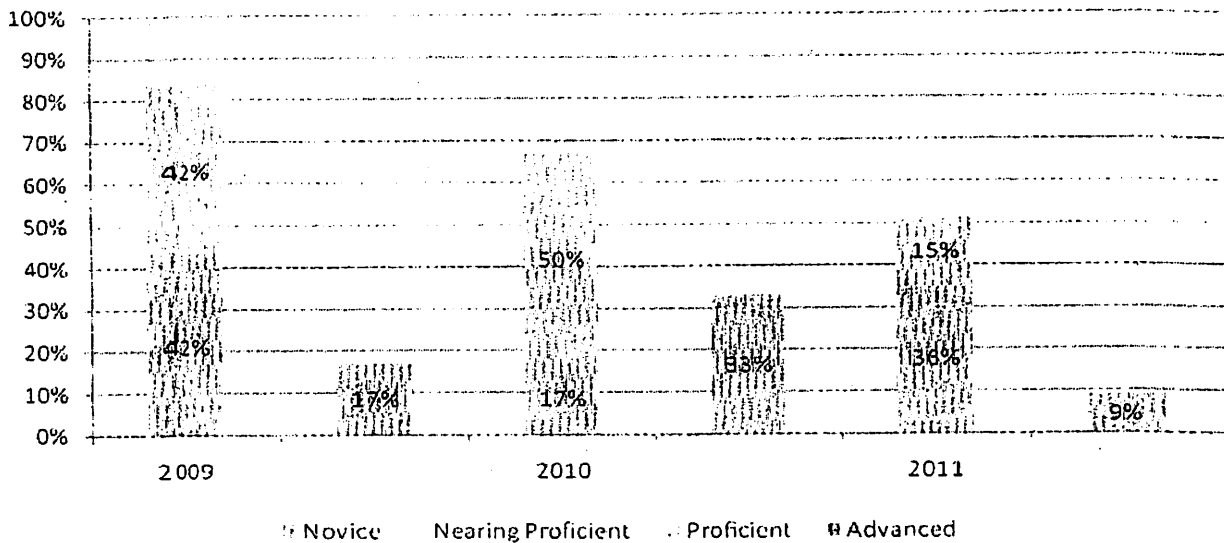
ASHLAND SCHOOL MONTCAS-MATH



ASHLAND SCHOOL MONTCAS - READING



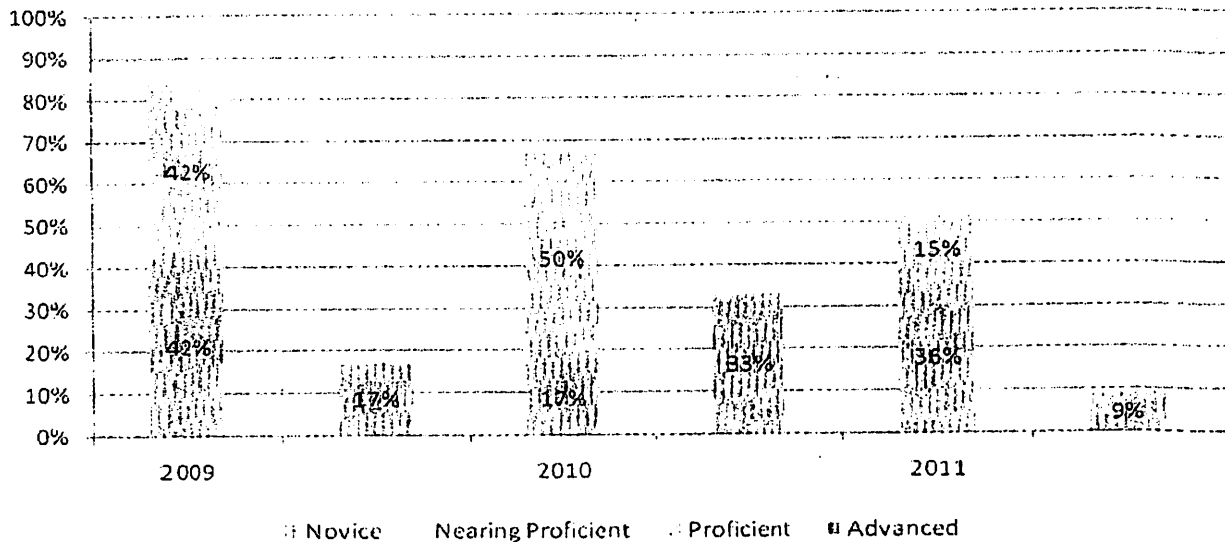
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